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ABSTRACT

This paper presents findings of a study that examined educators' perceptions of restructuring in nine Oregon Network schools. These schools participated in a federal grant designed to help schools focus on the "central variables" of restructuring--learner outcomes, curriculum, instructional strategies, and assessment. Variables that enable restructuring include learning environment, time, technology, and school-community relations. A questionnaire was sent to four groups of educators at each of the nine schools. A total of 219 teachers, 15 other certified staff, 14 administrators, and an unidentified number of counselors responded. Findings regarding the effects of the project on teacher behavior and practices include the following: (1) There was a lag between teachers' adoption of an outcome-based philosophy and the alteration of instructional techniques; (2) schools that were most highly involved in the Network saw the greatest changes in the central variables; (3) there were few differences in teacher perceptions across age, gender, years in education, and years at the school; (4) schools with the highest amount of change in the central variables showed the greatest amount of change in their learning environments; (5) changes in the enabling variables require more consensus and group commitment to action; (6) network schools are successfully achieving a clear focus and are enhancing teachers' perceptions of efficacy; (7) the project offers a successful model that involved teachers in recreating their practices; and (8) much variation existed among the schools' perceptions of the project's effects. (LMI)

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Evaluation of the Oregon Network: Educator Perceptions of Restructuring in Nine Schools

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Evaluation of Teacher Perceptions of Restructuring in Nine Oregon Network Schools

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December, 1993

I. Evaluation Design

This evaluation is designed to provide a summary of Oregon Network educator perceptions of changes in their practices in a number of areas related to educational restructuring. Educators at these nine schools were participants in a federal grant designed to enable schools to focus on what have been labeled the "Central Variables" of restructuring (Conley, 1993). These variables include: (1) learner outcomes; (2) curriculum; (3) instructional strategies and techniques; (4) assessment. See Table 1 for an overview of the model. The evaluation examines the degree to which educators perceived changes in these four areas, and in a number of additional areas, as well.

These additional areas are labeled "Enabling Variables" and "Supporting Variables." Enabling variables include: (5) learning environment; (6) time; (7) technology; (8) school community relations. Supporting variables comprise: (9) governance; (10) teacher leadership; (11) personnel; (12) working relationships. This report contains teacher perceptions of changes in all four enabling variables and one of the supporting variables, teacher leadership. In addition, governance issues are addressed indirectly through a series of items designed to determine perceptions of efficacy, the ability to influence the work environment in ways that enhance success with students.

This evaluation address several of the grant objectives and activities. Specifically, it provides information related to the following objectives and activities:

> Objective 2.0: Identify and systematically assess comprehensive strategies for school restructuring that focus on the variables of student learning (curriculum, instruction, and assessment); including the identification of variables that support or enable the restructuring process (technology, use of time, learning

environment, school-community relationship, personnel, governance, working relationships, and teacher leadership).

Objective 4.0: Evaluate the design, planning and implementation process for each site school, including identification of the supports and barriers to the implementation of a comprehensive strategy.

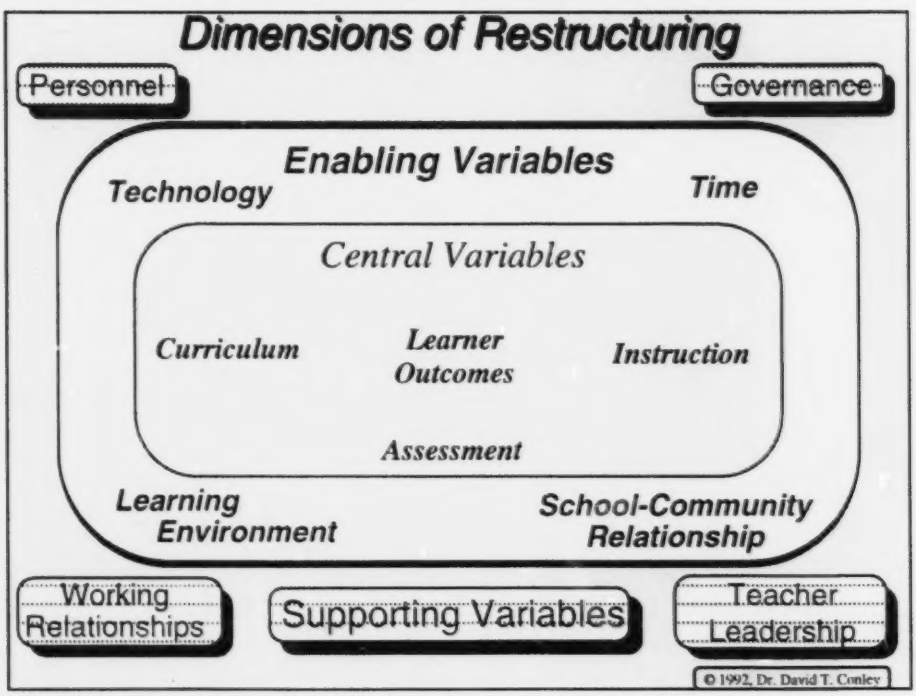
Activity 4.2: Collect information from participating teachers and administrators, on an ongoing basis, about the design, plan and implementation process, including supports and barriers to implementation.

Objective 5.0: Evaluate the project's impact on the participating site schools' administrators, teachers, and students

Activity 5.5: Collect evaluation data at the end of the second project year (first year of implementation) on site schools' administrators, teachers , students, and student performance.

This evaluation report is meant to be considered in combination with other studies and evaluations when reaching summary conclusions regarding the effects and effectiveness of this project.

Figure 1: Dimensions of Restructuring



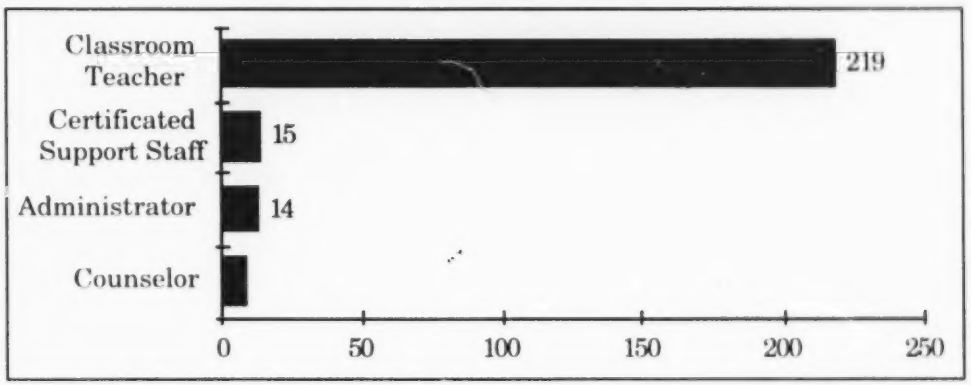
The rationale for constructing the evaluation based on these variables is linked to the centrality of this model to the grant's design. The grant attempted to focus the energy for restructuring on the central, and encourage schools not to spend all their time and energy dealing with variables at the enabling and supporting level. These variables were to be used to augment and facilitate changes in central variables, not become ends in themselves. All teachers at all Network schools had been exposed to this model, and teams from each site had used it as the basis for program planning at Network retreats.

Instrument Design

The primary strategy for data collection was a questionnaire keyed to these variables. The instrument contained seven items on the use of outcomes, six on curriculum, six on instruction, six on assessment, four on learning environment, two on time, three on technology, six on school-community relations, seven on teacher leadership, and an additional section that asked for personal reactions to a number of statements.

Responses were sought from four groups of educators at each site: teachers, other certificated staff, counselors, and administrators. The instrument was designed primarily for teachers; however, the responses of certified support staff should be considered equivalent to that of teachers. Counselor and administrator responses were included to allow their more general perceptions of the state of practice in their building. The bulk of the sample response (90%), however, is from teachers.

Table 1: Responses by Category



The instrument was designed to collect information regarding teacher perceptions of the degree to which their own behavior had changed, as well as

their perceptions of the school environment. The assumption behind this method of evaluation is that if teachers are moving to change their behaviors and practices, it is likely to result in changes in student learning over a longer span of time. This project's short timelines precluded much data on student performance being included, since the first year of the grant was for planning and many changes were not being put into place until the second year. Therefore, if teachers are perceiving changes in their core practices (curriculum, instruction, assessment, outcomes), it is reasonable to conclude that there will ultimately be changes in student learning. The type and degree of change in student learning, and whether such changes will be positive, are unanswered questions. It would be important to revisit these schools over time to determine how changes in teacher behavior and school structure result in specific changes in student learning.

The statements in the personal reaction section were grouped into three categories; efficacy, focus, and students. The two efficacy items gauged teacher perceptions of their ability to solve problems and change structures of the school in ways that enabled them to be more successful teachers, along with their perceptions of their potential to be involved in decisions if they wish to be. The two focus items ascertained whether teachers felt there was a clear focus on the four central variables, and whether there was a common sense of purpose or direction at the school, a "mission," or "vision." The final group of statements gathered perceptions of the ways in which students were perceived; can any student who wishes to be successful at the school do so? Is the curriculum challenging to most students? Do student take learning seriously at the school? Do students find learning enjoyable at the school? Does the teacher see exceptional things happening with many students at the school.

An additional section gathered demographic data on respondents in a number of categories to allow for analysis of data across these dimensions. The categories included:

Position in the school
Age
Gender
Years in education
Years in building

The items for the instrument were designed based on the Dimensions of Restructuring model (Figure 1) developed by Conley, 1993. The instrument was organized into nine sections corresponding to dimensions in the model. A number of response items were developed for each dimension. Each response item was designed to gather information on the component behaviors associated with changes in each dimension. Not all of the twelve variables were sampled for. Two, personnel and working relationships (labor-management contractual issues), were not addressed by the grant. The variable of governance was subsumed within the teacher leadership and efficacy scales. This dimension was studied and documented extensively by others (see (Rusch, 1992).

The items reflect several levels of teacher perception of a variable, including understanding, application, and communication. In general, this progression parallels the Concerns-Based Adoption Model (Hord, et al., 1987), which posits seven stages of concern through which adopters of an innovation pass:

Level 0: Awareness
Level 1: Informational
Level 2: Personal
Level 3: Management
Level 4: Consequence
Level 5: Collaboration
Level 6: Refocusing (p. 31)

Further, the model suggests that users of an innovation increase their use of an innovation in a hierarchical manner, as well. These levels of use are

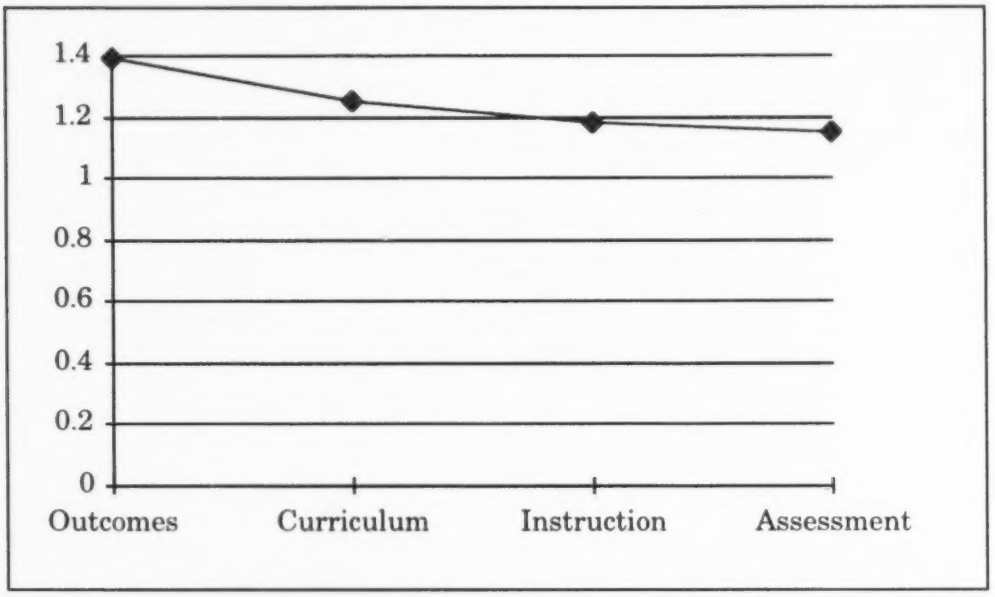
Level 0: Non-use
Level 1: Orientation
Level 2: Preparation
Level 3: Mechanical use
Level 4: Routinization and refinement
Level 5: Integration
Level 6: Renewal (p. 55)

While this evaluation does not apply this taxonomy as its primary organizational structure, these stages were considered during item development.

positions shifting somewhat from variable to variable. However, in nearly every case school means were above 1, indicating some addition of new practices over the course of the project.

Another trend was the gradual decrease in change over the four central variables, as indicated by mean population scores:

Table 4: Changes in Central Variables

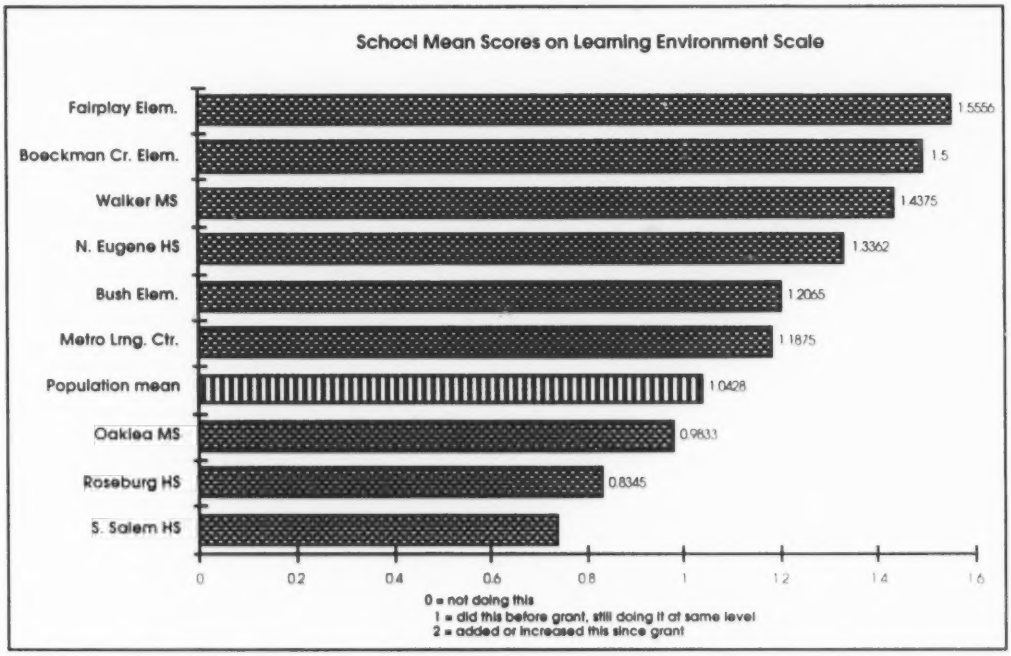


While there is no reason to posit a linear relationship among these variables, this pattern does suggest the difficulty of implementing an outcome-based approach to student learn consistently across all four of the elements needed to make such an approach work. The wording of the response categories does allow for the possibility that teachers were already doing many of the things in curriculum, instruction, and assessment necessary to support an outcomes-based approach, and that the new innovation was the concept and language of outcomes. However, the standard deviations suggest otherwise. The population standard deviation on curriculum, for example, is .5840, suggesting a more bimodal distribution of scores. All four standard deviations exceeded .5600. This is a substantial standard deviation on a three-point scale. Therefore, it is likely that some teachers had changed their practices significantly, and others had not, but that fewer teachers perceived themselves to have been engaged in the types of practices mentioned in the evaluation instrument.

These results should not be highly surprising, given the difficulty of changing teacher behavior in these areas, the areas where teachers have the greatest autonomy and the greatest psychological investment and vulnerability.

The Enabling Variables: Learning Environment, Time, Technology, School-Community Relations

5. Learning Environment



alpha = .6042; probability = .0000

The learning environment scale contains the following items:

Modified learning environment to increase student success

Employed heterogeneous (mixed ability) grouping

Made modifications to meet needs of mainstreamed special education students

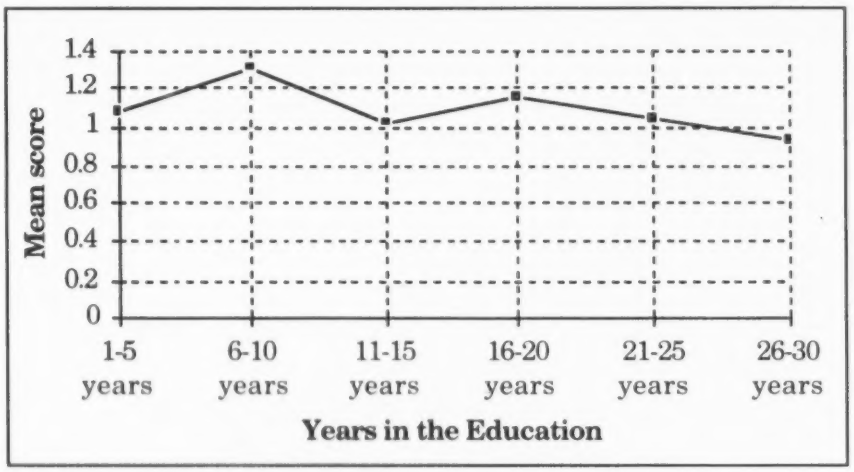
Participated in new structures that helped personalize education for students, such as ɔfamilies, ɔtribes, ɔhouses, or advisories

Changes in this area would indicate the structural modifications schools were making in their programs to accommodate changes in the central variables. The validity of this assumption is borne out by the school mean scores, which correlate to their scores on the central variables; the

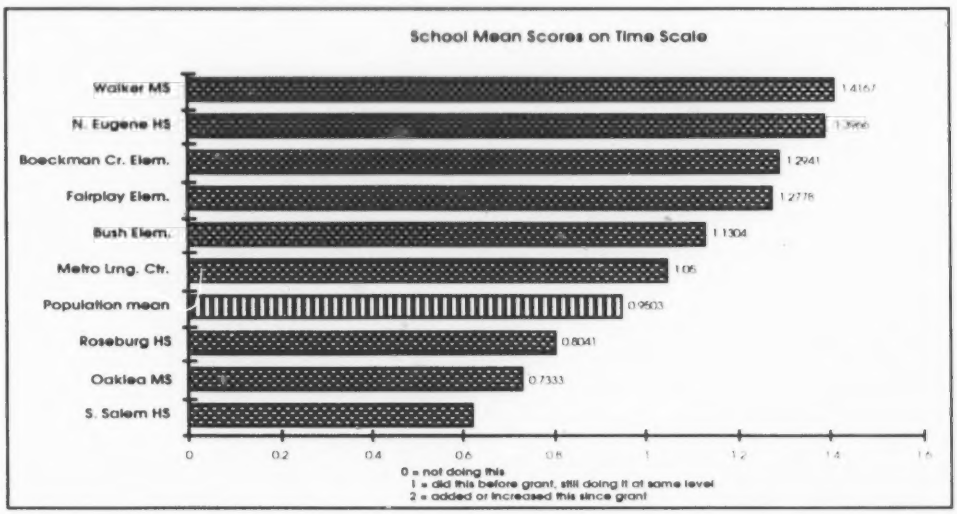
schools most involved in change in the central variables were the same schools that were changing the structure of their program to accommodate and support a new or renewed focus on student learning. The Eta squared score on this variable, .2219, suggests that differences in schools account for a sizable amount of the variation in scores.

Teachers taking the lead in changes in the learning environment appear to be those with 6 to 10 years in education (n = 36). Mean scores decreased as years in the building increased, with a slight uptick in the 16-20 year category.

Table 5: Learning Environment by Years in Education



6. Time



alpha = .8281; probability = .0000

The time scale contains the following items:

Reconfigured time to increase student success

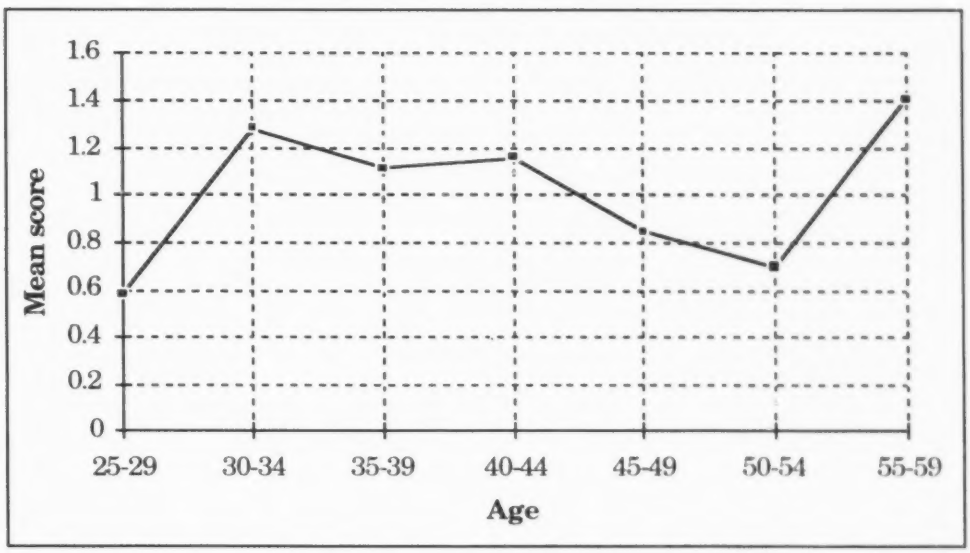
Reconfigured time to increase amount of higher order student thinking

Several of these schools examined and experimented with changes in the configuration of time at the school level. This scale looked only at the ways in which teachers reordered time in their classrooms. It attempted to determine if they sought to restructure time in ways that led to greater student success, a key concept of outcome-based learning, and to enhance student thinking, one of the main goals of most programs of educational restructuring being advocated.

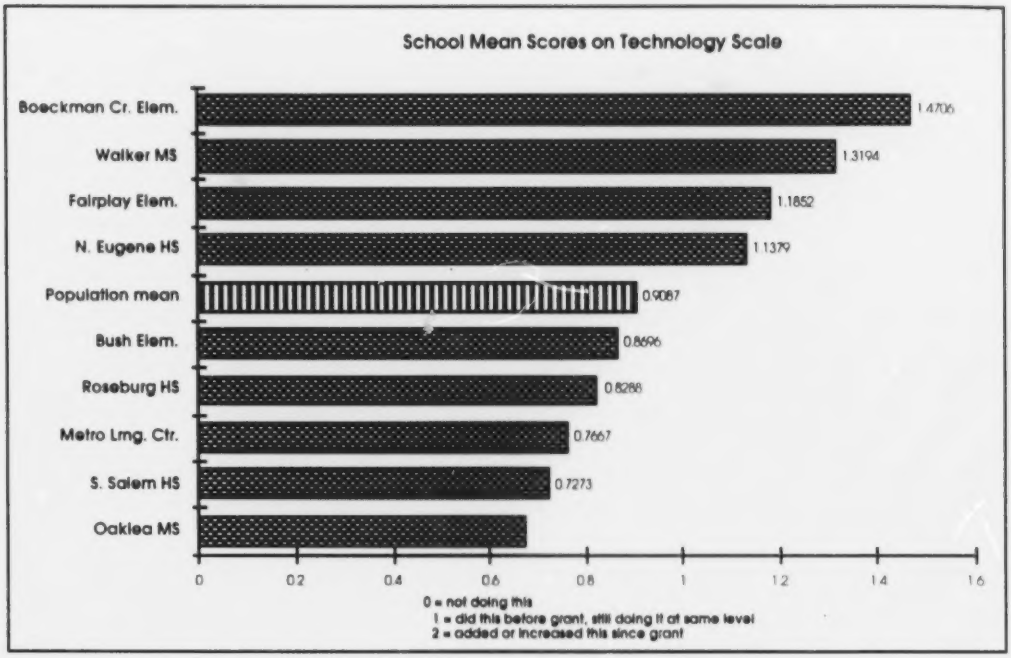
The range of school site means indicates real differences in their attitudes toward time (Eta squared = .1196; F = 4.8051). While some teachers may have been reflecting their impressions of school-wide programs to reorganize and restructure time, it appears that these changes in school time structure did propel changes in how time was utilized within classrooms.

Once again, there was a spread of reactions not only by school but by age, with younger and older teachers changing more than mid-career teachers:

Table 6: Changes in Time by Age



7. Technology



alpha = .6980; probability = .0000

The technology scale contains the following items:

Utilized technology in ways that changed teaching methods

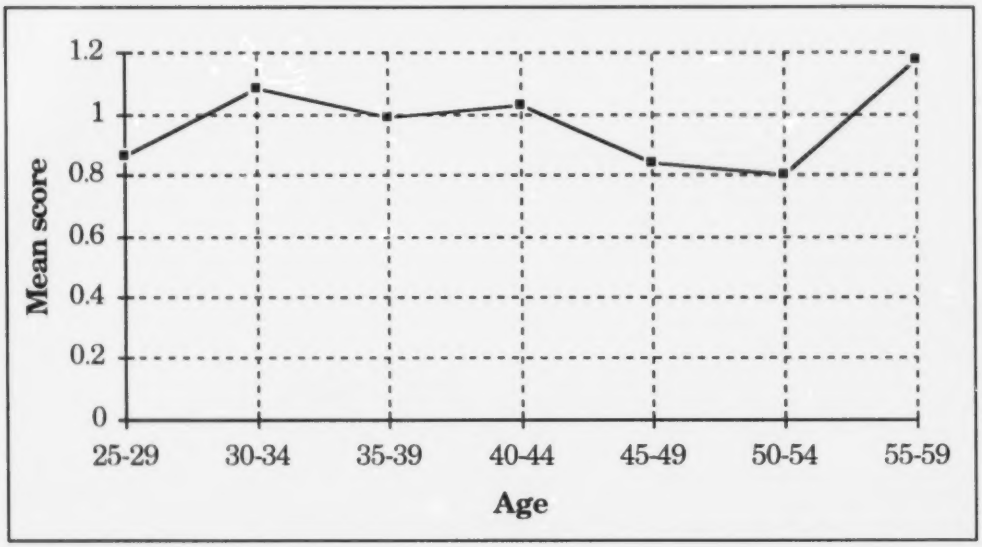
Utilized computer lab extensively

Utilized technology in the classroom extensively

This project did not address directly the area of technology. It was one of the enabling variables for which there was a wide range of variation in response among schools. The results do suggest that there is a large gap between teachers who are using technology and those who are not, and that the schools with the most change in the central variables are also those most committed to the use of technology.

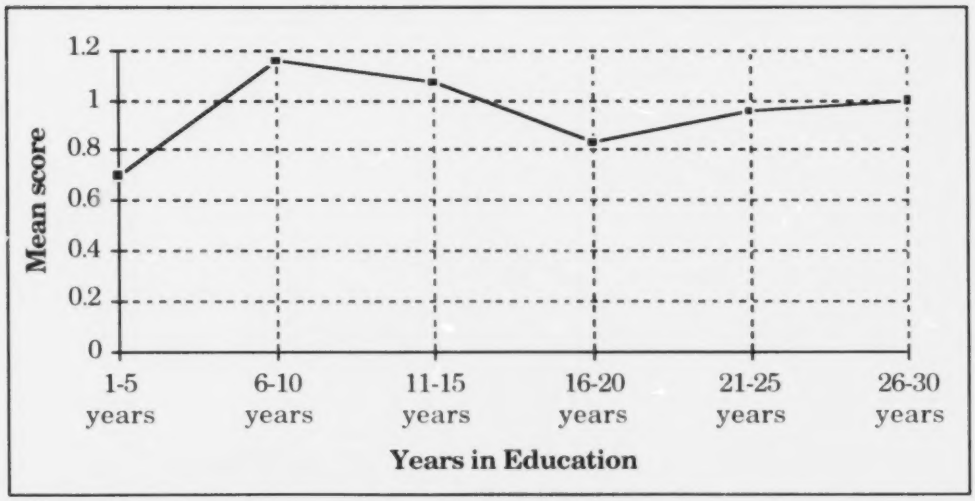
Technology use by age, while not statistically significant, another nonlinear pattern, once again suggesting that innovative behavior and alteration of teaching strategies is not strictly age-related:

Table 7: Technology Usage by Age

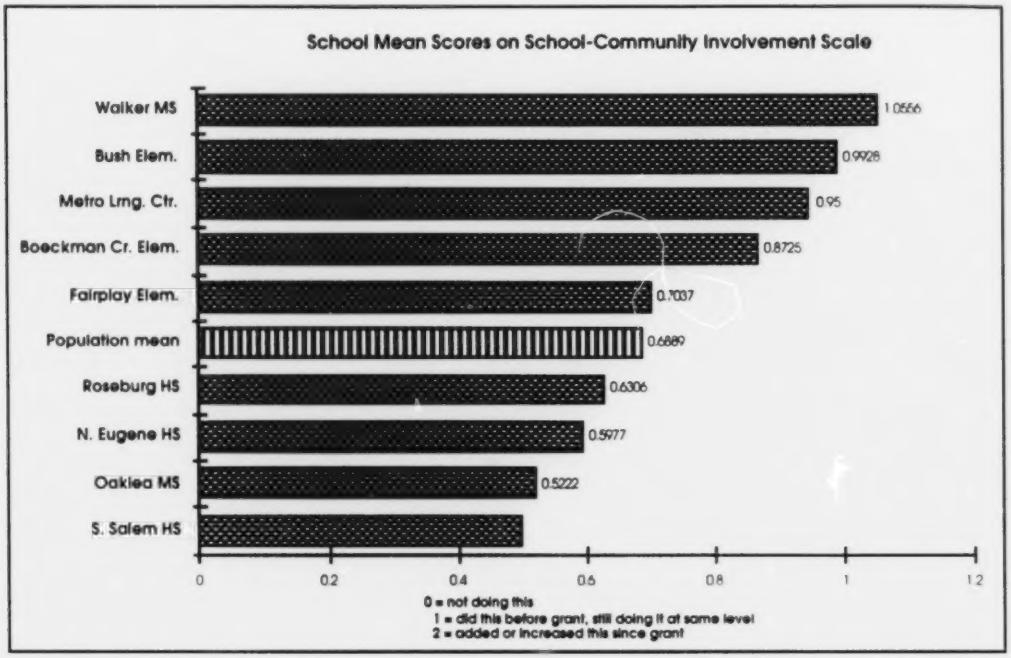


There were no appreciable differences between men and women in their use of technology. However, there were variations in usage based on years in education, once again suggesting that there is not necessarily a strong relationship between age and years in education for teachers in this sample. Those with the fewest years in education were less likely to be utilizing technology, while those with six through fifteen years in education were more likely to do so.

Table 8: Technology Usage by Years in Education



8. School-Community Relations



alpha = .8157; probability = .0000

The school-community relations scale contains the following items:

Used community members (not parents) for instruction

Moved instruction into the community

Communicated extensively with parents

Involved parents in classroom

Linked with social service agencies

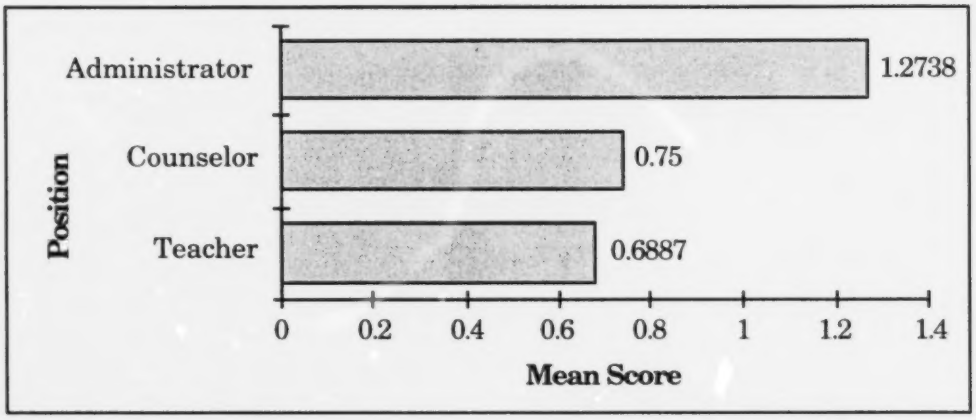
Linked with business community

No school showed large increases in their interaction with the community as measured by teacher perceptions. Once again, there was a large spread in the mean school scores. However it was clear that most teachers were not interacting with the community and continue not to do so.

This enabling variable is somewhat difficult for the individual teacher to manipulate, but not impossible. This is one item where comparison of perceptions across positions may be useful. Interestingly, there was little difference between teachers (n = 219) and counselors (n = 10) in this area. It might be expected that counselors would be interacting more with community agencies and businesses, as well as helping teachers make connections with

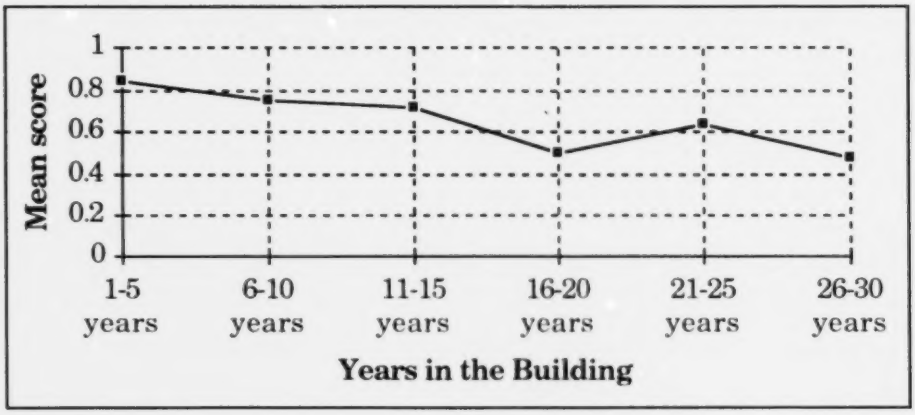
instructional resources in the community, or with parents who might contribute to the school s instructional program. This did not seem to be the case. Administrators (n = 14), on the other hand, were increasing their interaction with the community during the grant period. The following table presents perceptions by position on school-community relations:

Table 9: School-Community Relations by Position

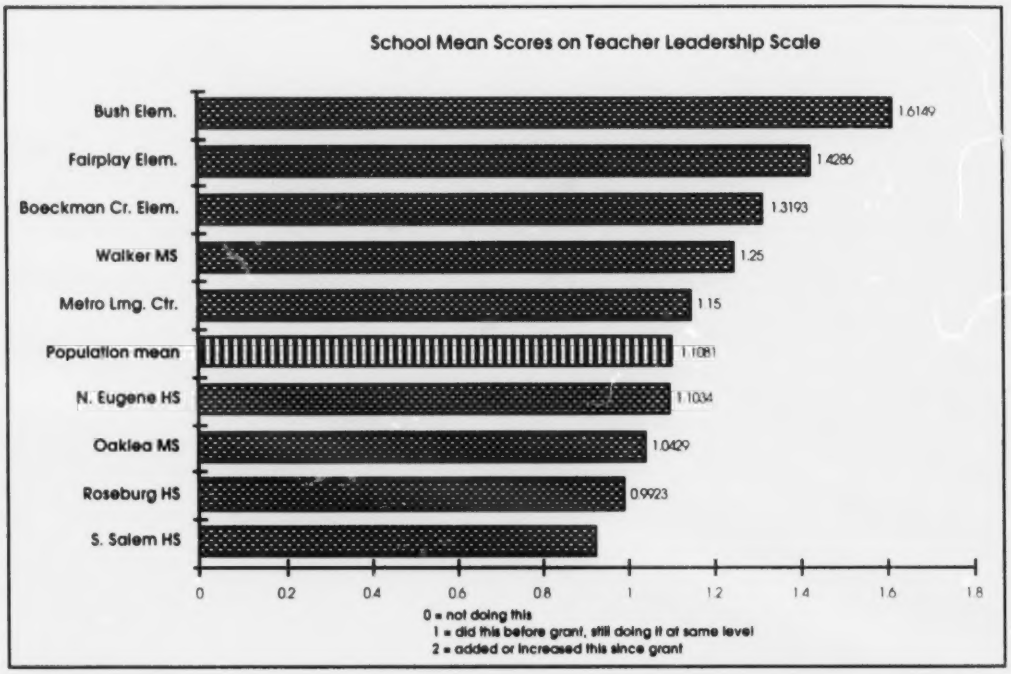


Interaction with the community decreased as time in the building increased, with the exception of that group of teachers who had been in the building 21 to 25 years. This relatively small group (n = 17) has tended to be an exception to the patterns on most variables, suggesting a group comfortable with reexamining their current practice as they move past midcareer.

Table 10: School-Community Relations by Years in Building



9. Teacher Leadership



alpha = .84; probability = .0000

The teacher leadership scale contains the following items:

Accepted a leadership role in restructuring

Participated in restructuring activities at the school

Worked as a member of a team to plan or develop new learning activities or structures

Participated in a school retreat related to restructuring or goal-setting

Visited another school to get ideas for restructuring our school

Shared results of visit to another school with colleagues

Attended a professional meeting or conference related to school change or restructuring

The teacher leadership Eta squared score suggests the possibility of some genuine differences between schools on this dimensions (Eta squared = .1006). It is interesting to note that this scale seems to capture some differences across organizational level. All of the elementary schools are highest, followed by a middle school, a K-12 configuration, one high school, a middle school that participated one year in the project, and two high schools.

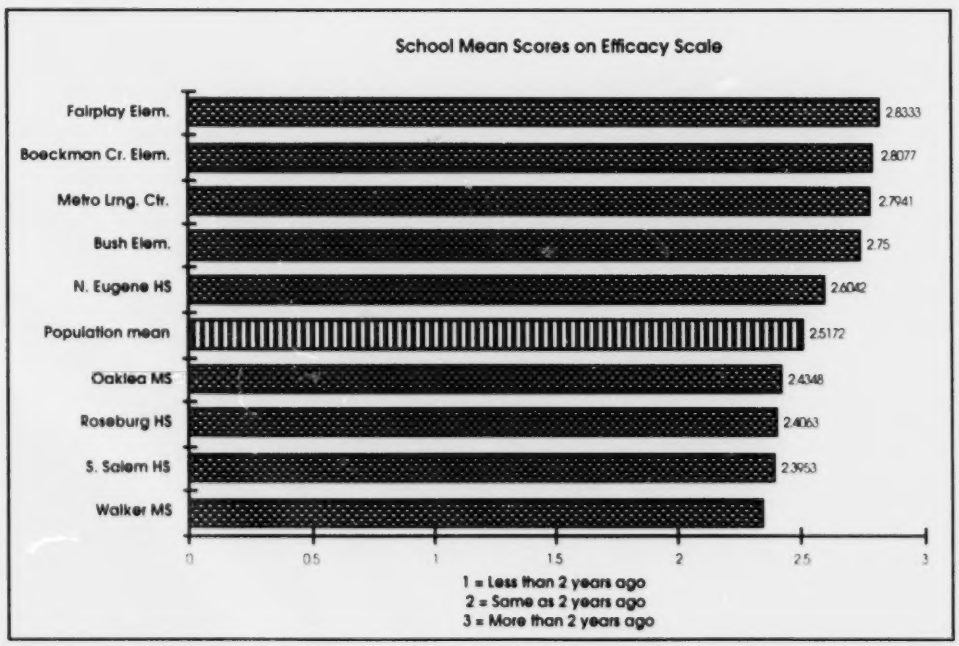
At least part of this response pattern can be attributed to the size of each school; the larger schools did less well in involving all staff.

This finding is not inconsistent with the observation that schools where there was a stronger sense of common direction also supported changes in the enabling variables in ways that linked to the central variables. Whether this observation is valid or not, it seems safe to say that the larger schools had a more difficult time involving all staff in the kinds of activities that cause teachers to reassess their basic beliefs regarding teaching. These results also suggest that leadership for restructuring was in the hands of a subset of teachers in some of the larger schools.

The analysis of subpopulations showed some differences between males and females, with females being involved in leadership more than males (1.2352 to 1.0489). Teachers with five years or less in teaching (n = 31) had participated in fewer of the leadership activities than any other group (.8802 vs. population mean of 1.1445). The group most active in leadership activities were those with six to ten years in the building (n = 58), 1.3202 vs. population mean of 1.1445.

Context Scales

1. Efficacy



alpha = .688; probability = .2193

The efficacy scale contains the following items:

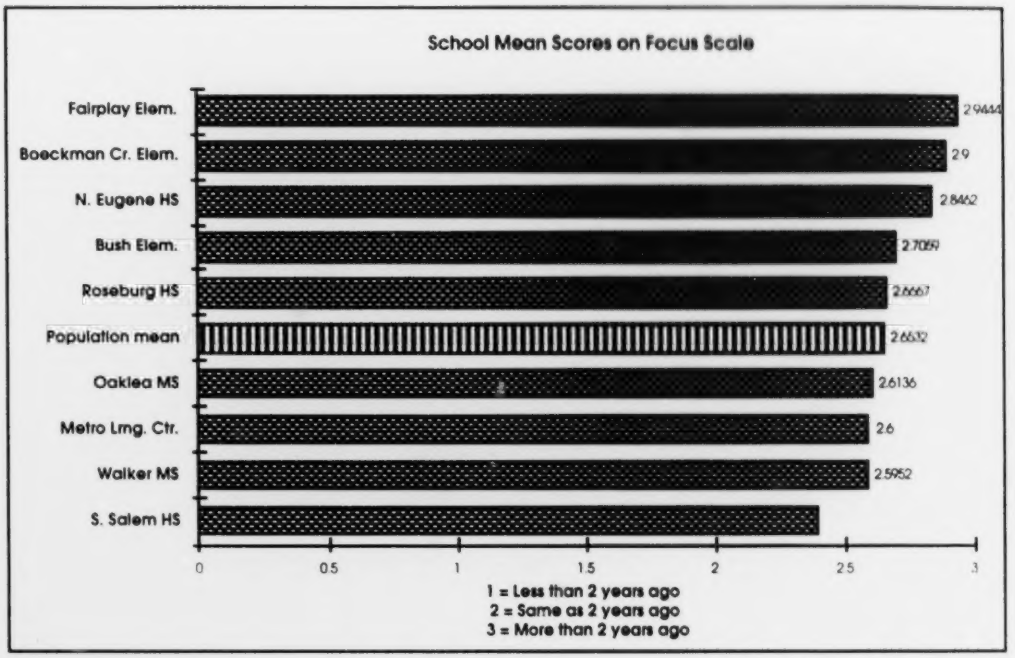
I am able to solve problems and change the structure of the school to help me be more successful as a teacher

I am (or can be) involved in decisions in which I wish to be involved here

This scale had the lowest probability, suggesting this scale might capture more than one thing. At the same time, it is worth noting that the mean scores on the two items are nearly identical, 2.5132 and 2.5661. Therefore, subpopulation analyses may be less useful with this scale, but it is reasonable to make some general statements and offer some overall conclusions regarding this element. However, subpopulations were remarkably uniform in their responses. There were no notable differences on any of the subpopulation analyses.

The population mean of 2.5172 indicates that teachers feel they are more able than they were to solve problems and be involved in decisions. Even the lowest-scoring school had a mean well above 2, indicating increased ability in these areas. This scale suggests that during the period of the project teachers came to feel more capable of taking control of their teaching and of remaking their school. The results from this heightened sense of efficacy and empowerment may take some time to be realized. There is evidence from other studies that a heightened sense of efficacy is an important dimension to school improvement (Goldman, Dunlap, & Conley, 1993; Hoy & Woolfolk, 1993; Rosenholtz, 1989; Rosenholtz, 1991). If efficacy has increased during this project, it is an important indicator that this approach to school improvement and restructuring is worthy of further investigation.

2. Focus



alpha = .6973; probability = .0001

The focus scale contains the following items:

The focus of the school is on outcomes, curriculum, instruction, and assessment

There is a common sense of purpose or direction at the school; a ɔmission, or ɔvision

This scale is another important measure of the effect of the project on these schools. The Network activities were designed to increase focus on the central variables of learning and to help schools develop a common sense of purpose related to improved student learning. The results from this scale indicate uniform, high increases in the focus felt by faculty at these sites.

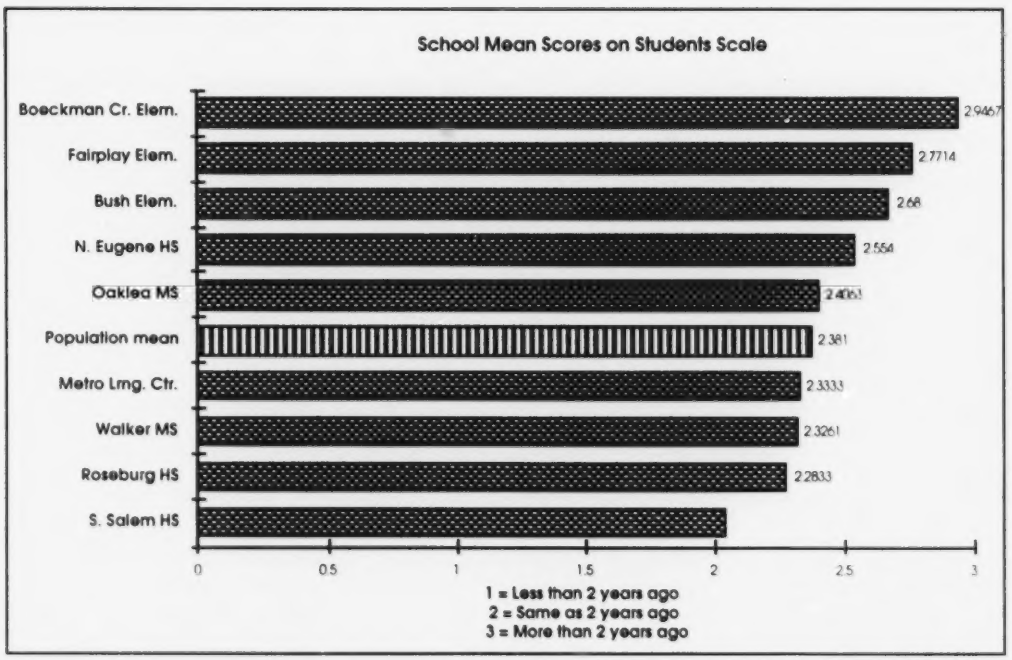
The importance of a common mission or vision is cited frequently in the literature on restructuring (Bredeson, 1991; Conley, Dunlap, & Goldman, 1992; Fullan & Stiegelbauer, 1991; Louis & Miles, 1990; Muncey & McQuillan, 1993; Olson, 1993). The results on this scale are particularly striking in light of this body of research. Two elementary schools achieved almost total unanimity of response that they were more focused than two years previously. Notably, two large high schools were above the population

mean; they had increased staff focus significantly during the project period. As noted earlier, the high schools were less successful in involving all staff in leadership positions or opportunities related to restructuring. Even schools below the mean were not far below. There was a tight clustering near the mean of 2.6532. The lowest school had a mean of 2.4024, indicating an increased focus at that site.

These data do not establish causality; they do indicate, however, a clear pattern of increasing commitment to a common sense of purpose focused on the central variables of educational restructuring. It will be worthwhile to track the progress of these schools over the next several years to determine if they maintain a sense of focus, and if they continue to make changes in the central variables.

Responses were consistent across all subpopulations. All eleven administrator responses indicated more focus than two years previous.

3. Students



alpha = .8804; probability = .0000

The students scale contains the following items:

Any student who wishes to be successful here can be successful

The curriculum in the school is challenging to most students

Students take learning seriously here

Students find learning enjoyable here

I see exceptional things happening with many students here

This scale indicates large differences between schools regarding student perceptions of the school and student success at the school (Eta squared = .2644; F = 10.1092). These differences reinforce the conclusion that while staff in some buildings have a better picture of where they are heading and have an enhanced sense of their ability to get themselves there, they do not yet see effects on students. The scale items capture elements of outcomes-based education, that all students can be successful, and other elements of restructuring, such as more challenging curriculum, more student engagement in learning, and higher achievement by a wide range of students using nontraditional measures of learning. It is worth noting that all schools perceived some increase over the past two years, although one high school, South Salem, was very close to perceiving no change.

The schools with the highest scores on this scale are the same as those scoring highest on the central variable scales, with the exception of one middle school, Walker, which drops below the mean on this scale. There are no significant differences across subpopulations on this scale.

III. General Findings

The data suggest a number of general findings regarding this project s effects on teacher behavior and practices, including the following:

1. Teachers became more familiar and accepting of the concept of outcome-based learning. They began to modify their strategies to accommodate such an approach. However, corresponding changes in curriculum, instruction, and assessment were less than in the area of outcomes. Such a result might be expected, since there likely would be a lag between the adoption of the outcomes-based philosophy and the alteration of instructional techniques. Since this project provided only modest funding for teacher retraining, while concentrating on reconceptualizing the structure of the educational program systemically, it is perhaps not surprising that such a relationship between outcomes and the other variables should exist.

The results do indicate that there were changes in the central variables of model being employed by the project in all schools, since no school had an average of less than 1 (meaning teachers either were still doing

the particular behavior or had added it since the beginning of the project) on any of the four central variables. The project appears to have been successful in concentrating and focusing upon the central variables of educational restructuring and of bringing about significant change in these areas in many of the project schools.

2. There was consistency among the schools that made changes in the central variables. In other words, they tended to make changes in all four of the central variables at comparable high levels. Three elementaries, one middle school, and one high school were consistently higher in their mean scores than the other four schools. Of those four, two were schools that limited their involvement in the Network after the first year due to changes in the principal. This indicates that the schools that were most highly involved in the Network tended to see the largest changes in the central variables.

3. With a few notable exceptions there were relatively few differences in teacher perceptions across age, gender, years in education, and years in the building. Changes were more a function of individual school buildings than characteristics of subpopulations.

This conclusion suggests the importance of rethinking stereotypes regarding teacher attitudes based on age, gender, length of time in the building, or grade level. There were important exceptions to nearly all stereotypes regarding which types of teachers are most amenable (and resistant) to change. In particular, a small group of teachers in their late fifties consistently were more involved in change and provided more leadership than their younger colleagues. Similarly, one high school showed considerably more receptivity to change in the central variables than some elementary and middle schools.

Women did tend to have higher average scores than men on a number of items, suggesting greater receptivity on their part to restructuring. The differences, however, were not striking in most instances, and were nonexistent in many areas.

4. Aggregate scores for high school, middle schools and elementary schools were not useful, since they tended to wash out the large differences between schools at each level. Movement toward the central variables was not strictly a function of grade level or configuration; at each level there were

schools that demonstrated significant movement as well as schools that showed only minimal change.

5. The range of variation on change in the learning environment tends to support the idea that learning environment is being altered to support changes in the central variables. Schools with the highest amount of change in the central variables showed the greatest amount of change in their learning environments.

6. Network schools showed greater variation in their responses to changes in the enabling variables than in the central variables. This suggests that teachers may be making individual changes in the areas of outcomes, curriculum, and instruction, but that changes in the enabling variables require more consensus and group commitment to action. Differences among schools in their adoption of changes in the enabling variables may be a function of their commitment to a common direction, or vision, for their restructuring efforts.

7. There is evidence to suggest that these schools are achieving success in establishing a clear focus and of enhancing teachers perceptions of efficacy. If this is true, the project will have discovered valuable techniques for creating readiness for school restructuring. It appears likely that it will take several more years to determine the ultimate effects of this readiness in some of the schools. One measure for which to watch would be the linkage between changes in the central and enabling variables; to what degree are changes in the overall structure of the school being made to enable changes in the core technologies of schooling, outcomes, curriculum, instruction, and assessment?

8. The uniform perception of an increase in both efficacy and focus strongly suggests that the project has been successful in achieving its stated goal of focusing school restructuring activities on the central variables of schooling through a model that involved teachers in recreating their practices, not one that imposed external structural modifications which might or might not affect individual teacher practices. At the same time, while attitudes have changed, there is less evidence that practices have changed as uniformly. The larger schools and those that saw turnover in leadership appear to be having greater difficulty translating increased efficacy and focus into structural modifications that support changed teaching practices.

9. The range of responses regarding the effects of these changes on students indicates that there are a number of schools that see a consistent link between the changes in the central variables and in student performance, while there are several that perceive much less change over the course of the project.

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Appendix A: Evaluation Instrument

For the past two years your school has been a member of the Oregon Network, a federally-sponsored research project designed to assist schools in restructuring by providing your school resources for staff development and program planning.

The grant requires each school be evaluated to determine any changes during the past two school years (from September, 1991 to September, 1993). Please indicate areas where you have changed your practices, regardless of the reason you changed. **There are no "right" or "wrong" responses. Don't mark an item if it does not describe the way you teach.** If you've been at the school less than three years, answer based only on the time you've been here. If this is your first year, you need not complete this instrument.

Compare your current practices to those you employed three years ago (1990-91 school year) before your school participated in the Oregon Network. Check only *one* column, or leave item blank. *Please complete the fourth page even if you leave the others blank.*

Outcomes		Did this before September, 1991, am still doing it at same level	Have added or increased this since September, 1991
Understand the concept of learner outcomes well			
Used outcomes as the basis for planning lessons			
Used outcomes as the basis for planning programs			
Used outcomes as the basis for working collaboratively with others			
Utilized outcomes to motivate students to take control of their education			
Communicated expectations to students in terms of outcomes			
Communicated expectations to parents in terms of outcomes			
Curriculum			
Redesigned curriculum to increase student involvement, choice			
Utilized textbook as a resource, not sole source for a class			
Increased sophistication or difficulty of material taught			
Developed or used interdisciplinary curriculum			
Related curriculum to local community or to students' lives			
Taught less content in greater depth			

Instruction	Did this before September, 1991, am still doing it at same level	Have added or increased this since September, 1991
Employed new instructional technique(s) Type of technique:		
Utilized student goal-setting		
Utilized cooperative learning		
Utilized project learning		
Employed techniques that actively involve all students such as debates, simulations, role-plays, presentations		
Utilized techniques that emphasized development of higher-order thinking		
Assessment		
Linked course assessments to outcomes		
Utilized student demonstrations as an assessment technique		
Utilized rubrics (short descriptions of levels of performance) in assessment		
Utilized student self-assessment		
Utilized portfolios		
Provided formative feedback (for growth and improvement, not judgment)		
Learning Environment		
Modified learning environment to increase student success		
Employed heterogeneous (mixed ability) grouping		
Made modifications to meet needs of mainstreamed special education students		
Participated in new structures that helped personalize education for students, such as "families," "tribes," "houses," or advisories		
Time		
Reconfigured time to increase student success		
Reconfigured time to increase amount of higher order student thinking		

Technology		Did this before September, 1991, am still doing it at same level	Have added or increased this since September, 1991
Utilized technology in ways that changed teaching methods			
Utilized computer lab extensively			
Utilized technology in the classroom extensively			
School-Community Relations			
Used community members (not parents) for instruction			
Moved instruction into the community			
Communicated extensively with parents			
Involved parents in classroom			
Linked with social service agencies			
Linked with business community			
Teacher Leadership			
Accepted a leadership role in restructuring			
Participated in restructuring activities at the school			
Worked as a member of a team to plan or develop new learning activities or structures			
Participated in a school retreat related to restructuring or goal-setting			
Visited another school to get ideas for restructuring our school			
Shared results of visit to another school with colleagues			
Attended a professional meeting or conference related to school change or restructuring			

Some Personal Reactions: Compared to two years ago...	Less than two years ago	Same as two years ago	More than two years ago
I am able to solve problems and change the structure of the school to help me be more successful as a teacher			
I am (or can be) involved in decisions in which I wish to be involved here			
The focus of the school is on outcomes, curriculum, instruction, and assessment			
There is a common sense of purpose or direction at the school; a "mission," or "vision"			
Any student who wishes to be successful here can be successful			
The curriculum in the school is challenging to most students			
Students take learning seriously here			
Students find learning enjoyable here			
I see exceptional things happening with many students here			

Your position:	Classroom Teacher ❑		Certificated support personnel ❑		Counselor ❑	Other: (Specify) ❑	
Your age:	20-24 ❑		25-29 ❑		30-34 ❑	35-39 ❑	
	40-44 ❑		45-49 ❑		50-54 ❑	55-59 ❑	
	60-64 ❑		65+ ❑				
Your gender:	Female ❑		Male ❑				
Years employed in education:	1-5 ❑		6-10 ❑		11-15 ❑	16-20 ❑	
	21-25 ❑		26-30 ❑		30+ ❑		
Years in current building:	1-5 ❑		6-10 ❑		11-15 ❑	16-20 ❑	
	21-25 ❑		26-30 ❑		30+ ❑		

Appendix B: School Means by Item

Summaries of V1 Understand concept of learner outcomes w
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.5925	.6899	292
SCHOOL	1	No. Eugene HS	1.6207	.6769	29
SCHOOL	2	Rosburg HS	1.6892	.6605	74
SCHOOL	3	So. Salem HS	1.2727	.8512	66
SCHOOL	4	Oaklea MS	1.5000	.6297	30
SCHOOL	5	Walker MS	1.9167	.2823	24
SCHOOL	6	Boeckman Creek Elem	1.8235	.5286	17
SCHOOL	7	Bush Elem	1.7391	.5408	23
SCHOOL	8	Fairplay Elem	2.0000	.0000	9
SCHOOL	9	Metro Lrng. Cntr	1.4500	.6863	20

Total Cases = 292

Summaries of V2 Used outcomes as basis for planning less
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.4760	.7199	292
SCHOOL	1	No. Eugene HS	1.4138	.7328	29
SCHOOL	2	Rosburg HS	1.5270	.7066	74
SCHOOL	3	So. Salem HS	1.2576	.8098	66
SCHOOL	4	Oaklea MS	1.3667	.6687	30
SCHOOL	5	Walker MS	1.4583	.7790	24
SCHOOL	6	Boeckman Creek Elem	1.8235	.3930	17
SCHOOL	7	Bush Elem	1.7391	.5408	23
SCHOOL	8	Fairplay Elem	2.0000	.0000	9
SCHOOL	9	Metro Lrng. Cntr	1.4500	.7592	20

Total Cases = 292

Summaries of V3 Used outcomes as basis for planning prog
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.4247	.7673	292
SCHOOL	1	No. Eugene HS	1.6207	.6769	29
SCHOOL	2	Rosburg HS	1.5000	.7448	74
SCHOOL	3	So. Salem HS	1.1212	.8136	66
SCHOOL	4	Oaklea MS	1.3000	.7944	30
SCHOOL	5	Walker MS	1.4583	.7790	24
SCHOOL	6	Boeckman Creek Elem	1.5294	.7998	17
SCHOOL	7	Bush Elem	1.7391	.5408	23
SCHOOL	8	Fairplay Elem	1.7778	.6667	9
SCHOOL	9	Metro Lrng. Cntr	1.4000	.7539	20

Total Cases = 292

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Summaries of V4 Used outcomes as basis for working colla
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.3527	.8304	292
SCHOOL	1	No. Eugene HS	1.3793	.7752	29
SCHOOL	2	Rosburg HS	1.3514	.8980	74
SCHOOL	3	So. Salem HS	1.0909	.8897	66
SCHOOL	4	Oaklea MS	1.1667	.8743	30
SCHOOL	5	Walker MS	1.5417	.5882	24
SCHOOL	6	Boeckman Creek Elem	1.5882	.7952	17
SCHOOL	7	Bush Elem	1.6087	.6564	23
SCHOOL	8	Fairplay Elem	2.0000	.0000	9
SCHOOL	9	Metro Lrng. Cntr	1.4500	.7592	20

Total Cases = 292

Summaries of V5 used outcomes to motivate students to ta
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.3527	.8589	292
SCHOOL	1	No. Eugene HS	1.4138	.7800	29
SCHOOL	2	Rosburg HS	1.3649	.9001	74
SCHOOL	3	So. Salem HS	1.0000	.8944	66
SCHOOL	4	Oaklea MS	1.2000	.9248	30
SCHOOL	5	Walker MS	1.5833	.7173	24
SCHOOL	6	Boeckman Creek Elem	1.5294	.8745	17
SCHOOL	7	Bush Elem	1.7826	.5184	23
SCHOOL	8	Fairplay Elem	1.7778	.6667	9
SCHOOL	9	Metro Lrng. Cntr	1.5000	.7609	20

Total Cases = 292

Summaries of V6 common expectations to students in terms
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.4247	.7718	292
SCHOOL	1	No. Eugene HS	1.6552	.6139	29
SCHOOL	2	Rosburg HS	1.5541	.7050	74
SCHOOL	3	So. Salem HS	1.1212	.8506	66
SCHOOL	4	Oaklea MS	1.1000	.8449	30
SCHOOL	5	Walker MS	1.8750	.3378	24
SCHOOL	6	Boeckman Creek Elem	1.1765	.9510	17
SCHOOL	7	Bush Elem	1.7391	.5408	23
SCHOOL	8	Fairplay Elem	1.4444	.8819	9
SCHOOL	9	Metro Lrng. Cntr	1.4000	.6806	20

Total Cases = 292

Summaries of V7 commun expectations to parents in terms
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.1644	.8618	292
SCHOOL	1	No. Eugene HS	1.2069	.8610	29
SCHOOL	2	Rosburg HS	1.1081	.9151	74
SCHOOL	3	So. Salem HS	.8939	.8616	66
SCHOOL	4	Oaklea MS	1.0667	.8277	30
SCHOOL	5	Walker MS	1.7083	.6241	24
SCHOOL	6	Boeckman Creek Elem	1.2941	.8489	17
SCHOOL	7	Bush Elem	1.3913	.7827	23
SCHOOL	8	Fairplay Elem	1.6667	.7071	9
SCHOOL	9	Metro Lrng. Cntr	1.1000	.7881	20

Total Cases = 292

Summaries of V8 Redesigned curr to increase student invo
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.4144	.7884	292
SCHOOL	1	No. Eugene HS	1.4138	.8667	29
SCHOOL	2	Rosburg HS	1.3243	.8457	74
SCHOOL	3	So. Salem HS	1.1970	.8453	66
SCHOOL	4	Oaklea MS	1.4333	.7279	30
SCHOOL	5	Walker MS	1.5417	.7211	24
SCHOOL	6	Boeckman Creek Elem	1.8235	.5286	17
SCHOOL	7	Bush Elem	1.6957	.6350	23
SCHOOL	8	Fairplay Elem	1.8889	.3333	9
SCHOOL	9	Metro Lrng. Cntr	1.4000	.6806	20

Total Cases = 292

Summaries of V9 used textbook as a resource, not sole so
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.2603	.7327	292
SCHOOL	1	No. Eugene HS	1.4483	.5061	29
SCHOOL	2	Rosburg HS	1.1757	.7283	74
SCHOOL	3	So. Salem HS	1.0758	.8098	66
SCHOOL	4	Oaklea MS	1.2667	.6915	30
SCHOOL	5	Walker MS	1.4583	.7211	24
SCHOOL	6	Boeckman Creek Elem	1.5294	.6243	17
SCHOOL	7	Bush Elem	1.4348	.7278	23
SCHOOL	8	Fairplay Elem	1.5556	.5270	9
SCHOOL	9	Metro Lrng. Cntr	1.1000	.8522	20

Total Cases = 292

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Summaries of V10 Increased sophistication or difficulty o
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.2671	.8231	292
SCHOOL	1	No. Eugene HS	1.2069	.7736	29
SCHOOL	2	Rosburg HS	1.2027	.8755	74
SCHOOL	3	So. Salem HS	1.1061	.8616	66
SCHOOL	4	Oaklea MS	1.1667	.8339	30
SCHOOL	5	Walker MS	1.5000	.7223	24
SCHOOL	6	Boeckman Creek Elem	1.5882	.7952	17
SCHOOL	7	Bush Elem	1.4348	.7878	23
SCHOOL	8	Fairplay Elem	1.5556	.7265	9
SCHOOL	9	Metro Lrng. Cntr	1.4000	.6806	20

Total Cases = 292

Summaries of V11 Developed or used interdisciplinary curr
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.2466	.8212	292
SCHOOL	1	No. Eugene HS	1.5172	.6336	29
SCHOOL	2	Rosburg HS	1.0000	.8914	74
SCHOOL	3	So. Salem HS	1.0000	.8038	66
SCHOOL	4	Oaklea MS	1.1667	.8339	30
SCHOOL	5	Walker MS	1.6667	.6370	24
SCHOOL	6	Boeckman Creek Elem	1.7059	.5879	17
SCHOOL	7	Bush Elem	1.4783	.7903	23
SCHOOL	8	Fairplay Elem	1.3333	.7071	9
SCHOOL	9	Metro Lrng. Cntr	1.5000	.7609	20

Total Cases = 292

Summaries of V12 Related curr to local community or to st
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.2158	.7982	292
SCHOOL	1	No. Eugene HS	1.1379	.8334	29
SCHOOL	2	Rosburg HS	1.1486	.8550	74
SCHOOL	3	So. Salem HS	1.0758	.8285	66
SCHOOL	4	Oaklea MS	1.1000	.7589	30
SCHOOL	5	Walker MS	1.5000	.6594	24
SCHOOL	6	Boeckman Creek Elem	1.5882	.6183	17
SCHOOL	7	Bush Elem	1.3913	.7827	23
SCHOOL	8	Fairplay Elem	1.2222	.6667	9
SCHOOL	9	Metro Lrng. Cntr	1.3500	.7452	20

Total Cases = 292

Summaries of V13 Taught less content in greater depth
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.1267	.8858	292
SCHOOL	1	No. Eugene HS	1.4138	.7328	29
SCHOOL	2	Rosburg HS	.9324	.9116	74
SCHOOL	3	So. Salem HS	.9545	.9187	66
SCHOOL	4	Oaklea MS	1.1333	.8996	30
SCHOOL	5	Walker MS	.9583	.9079	24
SCHOOL	6	Boeckman Creek Elem	1.5882	.7123	17
SCHOOL	7	Bush Elem	1.3913	.7827	23
SCHOOL	8	Fairplay Elem	1.4444	.8819	9
SCHOOL	9	Metro Lrng. Cntr	1.3500	.8127	20

Total Cases = 292

Summaries of V14 used new instructional techniques
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			.8938	.9411	292
SCHOOL	1	No. Eugene HS	.9310	.9611	29
SCHOOL	2	Rosburg HS	.9054	.9388	74
SCHOOL	3	So. Salem HS	.7576	.9125	66
SCHOOL	4	Oaklea MS	.9333	.9444	30
SCHOOL	5	Walker MS	1.3333	.8165	24
SCHOOL	6	Boeckman Creek Elem	.7059	.9852	17
SCHOOL	7	Bush Elem	.9565	1.0215	23
SCHOOL	8	Fairplay Elem	.8889	1.0541	9
SCHOOL	9	Metro Lrng. Cntr	.7500	.9665	20

Total Cases = 292

Summaries of V15 used student goal-setting
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.0788	.8679	292
SCHOOL	1	No. Eugene HS	.8276	.8048	29
SCHOOL	2	Rosburg HS	.9324	.8964	74
SCHOOL	3	So. Salem HS	.7879	.8506	66
SCHOOL	4	Oaklea MS	1.1333	.8604	30
SCHOOL	5	Walker MS	1.4583	.7211	24
SCHOOL	6	Boeckman Creek Elem	2.0000	.0000	17
SCHOOL	7	Bush Elem	1.2609	.8643	23
SCHOOL	8	Fairplay Elem	1.3333	.8660	9
SCHOOL	9	Metro Lrng. Cntr	1.3000	.7327	20

Total Cases = 292

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Summaries of V16 used cooperative learning
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.4075	.7334	292
SCHOOL	1	No. Eugene HS	1.6897	.6038	29
SCHOOL	2	Rosburg HS	1.3514	.8012	74
SCHOOL	3	So. Salem HS	1.2424	.8239	66
SCHOOL	4	Oaklea MS	1.2000	.7144	30
SCHOOL	5	Walker MS	1.5417	.5882	24
SCHOOL	6	Boeckman Creek Elem	1.6471	.6063	17
SCHOOL	7	Bush Elem	1.6957	.5588	23
SCHOOL	8	Fairplay Elem	1.6667	.5000	9
SCHOOL	9	Metro Lrng. Cntr	1.2500	.6387	20

Total Cases = 292

Summaries of V17 used project learning
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.2705	.8447	292
SCHOOL	1	No. Eugene HS	1.4483	.7831	29
SCHOOL	2	Rosburg HS	.9865	.8835	74
SCHOOL	3	So. Salem HS	1.1667	.8872	66
SCHOOL	4	Oaklea MS	1.2000	.8469	30
SCHOOL	5	Walker MS	1.2500	.7940	24
SCHOOL	6	Boeckman Creek Elem	1.8235	.3930	17
SCHOOL	7	Bush Elem	1.5217	.7903	23
SCHOOL	8	Fairplay Elem	1.8889	.3333	9
SCHOOL	9	Metro Lrng. Cntr	1.5000	.7609	20

Total Cases = 292

Summaries of V18 Employed techs that actively involve all
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.1884	.8262	292
SCHOOL	1	No. Eugene HS	1.3448	.7689	29
SCHOOL	2	Rosburg HS	1.1757	.8000	74
SCHOOL	3	So. Salem HS	1.0000	.8944	66
SCHOOL	4	Oaklea MS	1.1667	.7915	30
SCHOOL	5	Walker MS	1.2917	.8065	24
SCHOOL	6	Boeckman Creek Elem	1.2941	.8489	17
SCHOOL	7	Bush Elem	1.2174	.9023	23
SCHOOL	8	Fairplay Elem	1.5556	.7265	9
SCHOOL	9	Metro Lrng. Cntr	1.2500	.7864	20

Total Cases = 292

Summaries of V19 used techs that emphasized dev of higher
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.2671	.8063	292
SCHOOL	1	No. Eugene HS	1.3103	.7123	29
SCHOOL	2	Rosburg HS	1.2568	.8450	74
SCHOOL	3	So. Salem HS	1.0455	.9018	66
SCHOOL	4	Oaklea MS	1.1333	.7303	30
SCHOOL	5	Walker MS	1.3750	.7697	24
SCHOOL	6	Boeckman Creek Elem	1.5294	.5145	17
SCHOOL	7	Bush Elem	1.6087	.6564	23
SCHOOL	8	Fairplay Elem	1.4444	.8819	9
SCHOOL	9	Metro Lrng. Cntr	1.3500	.8127	20

Total Cases = 292

Summaries of V20 Linked course assessments to outcomes
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.2363	.8549	292
SCHOOL	1	No. Eugene HS	1.5172	.7378	29
SCHOOL	2	Rosburg HS	1.3108	.8589	74
SCHOOL	3	So. Salem HS	1.0152	.8502	66
SCHOOL	4	Oaklea MS	1.2667	.8277	30
SCHOOL	5	Walker MS	1.4583	.8330	24
SCHOOL	6	Boeckman Creek Elem	1.2941	.9196	17
SCHOOL	7	Bush Elem	1.2174	.9023	23
SCHOOL	8	Fairplay Elem	1.0000	1.0000	9
SCHOOL	9	Metro Lrng. Cntr	1.0500	.8256	20

Total Cases = 292

Summaries of V21 used student demonstrations as an assess
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.2774	.8343	292
SCHOOL	1	No. Eugene HS	1.5172	.7378	29
SCHOOL	2	Rosburg HS	1.1486	.9169	74
SCHOOL	3	So. Salem HS	1.0909	.8723	66
SCHOOL	4	Oaklea MS	1.2667	.7397	30
SCHOOL	5	Walker MS	1.5000	.6594	24
SCHOOL	6	Boeckman Creek Elem	1.4706	.8745	17
SCHOOL	7	Bush Elem	1.4348	.8435	23
SCHOOL	8	Fairplay Elem	1.6667	.7071	9
SCHOOL	9	Metro Lrng. Cntr	1.2500	.7164	20

Total Cases = 292

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Summaries of V22 used rubrics (short descrips of levels o
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			.9144	.9358	292
SCHOOL	1	No. Eugene HS	1.2414	.9124	29
SCHOOL	2	Rosburg HS	.7703	.9148	74
SCHOOL	3	So. Salem HS	.7576	.9292	66
SCHOOL	4	Oaklea MS	.7333	.8683	30
SCHOOL	5	Walker MS	1.4583	.8836	24
SCHOOL	6	Boeckman Creek Elem	1.2941	.9852	17
SCHOOL	7	Bush Elem	.9130	.9493	23
SCHOOL	8	Fairplay Elem	1.5556	.8819	9
SCHOOL	9	Metro Lrng. Cntr	.5000	.6882	20

Total Cases = 292

Summaries of V23 used student self-assessment
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.1610	.9258	292
SCHOOL	1	No. Eugene HS	1.3103	.8495	29
SCHOOL	2	Rosburg HS	1.2162	1.0240	74
SCHOOL	3	So. Salem HS	.8333	.8872	66
SCHOOL	4	Oaklea MS	1.2667	.8277	30
SCHOOL	5	Walker MS	1.3750	.8754	24
SCHOOL	6	Boeckman Creek Elem	1.7647	.6642	17
SCHOOL	7	Bush Elem	.9130	.9493	23
SCHOOL	8	Fairplay Elem	1.6667	.7071	9
SCHOOL	9	Metro Lrng. Cntr	.9500	.8256	20

Total Cases = 292

Summaries of V24 used portfolios
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.1610	.9587	292
SCHOOL	1	No. Eugene HS	1.6897	.6603	29
SCHOOL	2	Rosburg HS	1.0676	1.0381	74
SCHOOL	3	So. Salem HS	.6818	.8798	66
SCHOOL	4	Oaklea MS	1.0667	.9444	30
SCHOOL	5	Walker MS	1.5417	.8330	24
SCHOOL	6	Boeckman Creek Elem	1.6471	.7859	17
SCHOOL	7	Bush Elem	1.3043	.9740	23
SCHOOL	8	Fairplay Elem	1.2222	.8333	9
SCHOOL	9	Metro Lrng. Cntr	1.4000	.8826	20

Total Cases = 292

Summaries of V25 Provided formative feedback for growth n
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.1507	.8563	292
SCHOOL	1	No. Eugene HS	1.3448	.8140	29
SCHOOL	2	Rosburg HS	1.1351	.8809	74
SCHOOL	3	So. Salem HS	.8182	.8929	66
SCHOOL	4	Oaklea MS	1.0333	.7649	30
SCHOOL	5	Walker MS	1.4167	.7173	24
SCHOOL	6	Boeckman Creek Elem	1.6471	.7859	17
SCHOOL	7	Bush Elem	1.2609	.9154	23
SCHOOL	8	Fairplay Elem	1.4444	.7265	9
SCHOOL	9	Metro Lrng. Cntr	1.2000	.6959	20

Total Cases = 292

Summaries of V26 Modified learning environment to increas
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.2123	.8390	292
SCHOOL	1	No. Eugene HS	1.1379	.9151	29
SCHOOL	2	Rosburg HS	1.1216	.9059	74
SCHOOL	3	So. Salem HS	.9394	.8749	66
SCHOOL	4	Oaklea MS	1.1000	.7120	30
SCHOOL	5	Walker MS	1.3333	.7020	24
SCHOOL	6	Boeckman Creek Elem	1.7647	.4372	17
SCHOOL	7	Bush Elem	1.6522	.6473	23
SCHOOL	8	Fairplay Elem	1.5556	.7265	9
SCHOOL	9	Metro Lrng. Cntr	1.4500	.7592	20

Total Cases = 292

Summaries of V27 Employed heterogeneous (mixed ability) g
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.2226	.8049	292
SCHOOL	1	No. Eugene HS	1.5862	.5680	29
SCHOOL	2	Rosburg HS	1.1216	.9209	74
SCHOOL	3	So. Salem HS	.9091	.7986	66
SCHOOL	4	Oaklea MS	1.0000	.6433	30
SCHOOL	5	Walker MS	1.3750	.6469	24
SCHOOL	6	Boeckman Creek Elem	1.5882	.7123	17
SCHOOL	7	Bush Elem	1.4783	.7903	23
SCHOOL	8	Fairplay Elem	1.4444	.5270	9
SCHOOL	9	Metro Lrng. Cntr	1.5500	.7592	20

Total Cases = 292

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Summaries of V28 Made mods to meet needs of mainstreamed
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			.9966	.8311	292
SCHOOL	1	No. Eugene HS	.8966	.6732	29
SCHOOL	2	Rosburg HS	.7838	.8955	74
SCHOOL	3	So. Salem HS	.7273	.7554	66
SCHOOL	4	Oaklea MS	1.1667	.7915	30
SCHOOL	5	Walker MS	1.4167	.6539	24
SCHOOL	6	Boeckman Creek Elem	1.8235	.3930	17
SCHOOL	7	Bush Elem	1.2609	.8643	23
SCHOOL	8	Fairplay Elem	1.3333	.5000	9
SCHOOL	9	Metro Lrng. Cntr	.9000	.9119	20

Total Cases = 292

Summaries of V29 Participated in new structures that help
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			.7397	.8540	292
SCHOOL	1	No. Eugene HS	1.7241	.6490	29
SCHOOL	2	Rosburg HS	.3108	.5951	74
SCHOOL	3	So. Salem HS	.3939	.6535	66
SCHOOL	4	Oaklea MS	.6667	.7581	30
SCHOOL	5	Walker MS	1.6250	.5758	24
SCHOOL	6	Boeckman Creek Elem	.8235	.8828	17
SCHOOL	7	Bush Elem	.4348	.7878	23
SCHOOL	8	Fairplay Elem	1.8889	.3333	9
SCHOOL	9	Metro Lrng. Cntr	.8500	.8127	20

Total Cases = 292

Summaries of V30 Reconfigured time to increase student su
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.0068	.9194	292
SCHOOL	1	No. Eugene HS	1.6552	.7209	29
SCHOOL	2	Rosburg HS	.8243	.9120	74
SCHOOL	3	So. Salem HS	.6364	.8346	66
SCHOOL	4	Oaklea MS	.7333	.8683	30
SCHOOL	5	Walker MS	1.4583	.7790	24
SCHOOL	6	Boeckman Creek Elem	1.4706	.8745	17
SCHOOL	7	Bush Elem	1.0870	.9493	23
SCHOOL	8	Fairplay Elem	1.3333	1.0000	9
SCHOOL	9	Metro Lrng. Cntr	1.2000	.8335	20

Total Cases = 292

Summaries of V31 Reconfig time to increase amt of higher
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			.8938	.9151	292
SCHOOL	1	No. Eugene HS	1.1379	.9151	29
SCHOOL	2	Rosburg HS	.7838	.9107	74
SCHOOL	3	So. Salem HS	.6061	.8572	66
SCHOOL	4	Oaklea MS	.7333	.8683	30
SCHOOL	5	Walker MS	1.3750	.8242	24
SCHOOL	6	Boeckman Creek Elem	1.1176	.9926	17
SCHOOL	7	Bush Elem	1.1739	.9367	23
SCHOOL	8	Fairplay Elem	1.2222	.9718	9
SCHOOL	9	Metro Lrng. Cntr	.9000	.8522	20

Total Cases = 292

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Summaries of V32 used technology in ways that changed tea
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.1370	.9015	292
SCHOOL	1	No. Eugene HS	1.3103	.8906	29
SCHOOL	2	Rosburg HS	.9865	.9140	74
SCHOOL	3	So. Salem HS	1.0152	.9029	66
SCHOOL	4	Oaklea MS	1.0667	.8683	30
SCHOOL	5	Walker MS	1.3750	.7697	24
SCHOOL	6	Boeckman Creek Elem	1.8824	.4851	17
SCHOOL	7	Bush Elem	.9565	.9760	23
SCHOOL	8	Fairplay Elem	1.6667	.7071	9
SCHOOL	9	Metro Lrng. Cntr	1.0000	.9733	20

Total Cases = 292

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Summaries of V33 used computer lab extensively
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			.8082	.8915	292
SCHOOL	1	No. Eugene HS	1.0690	.9611	29
SCHOOL	2	Rosburg HS	.8108	.8864	74
SCHOOL	3	So. Salem HS	.5606	.8063	66
SCHOOL	4	Oaklea MS	.6000	.8137	30
SCHOOL	5	Walker MS	1.2083	.8836	24
SCHOOL	6	Boeckman Creek Elem	1.1176	.9926	17
SCHOOL	7	Bush Elem	.9565	.9760	23
SCHOOL	8	Fairplay Elem	.6667	.8660	9
SCHOOL	9	Metro Lrng. Cntr	.7000	.8013	20

Total Cases = 292

Summaries of V34 used technology in classroom extensively
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			.7808	.8851	292
SCHOOL	1	No. Eugene HS	1.0345	.9443	29
SCHOOL	2	Rosburg HS	.6892	.8589	74
SCHOOL	3	So. Salem HS	.6061	.8015	66
SCHOOL	4	Oaklea MS	.3667	.6149	30
SCHOOL	5	Walker MS	1.3750	.8754	24
SCHOOL	6	Boeckman Creek Elem	1.4118	.9393	17
SCHOOL	7	Bush Elem	.6957	.9261	23
SCHOOL	8	Fairplay Elem	1.2222	.9718	9
SCHOOL	9	Metro Lrng. Cntr	.6000	.7539	20

Total Cases = 292

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Summaries of V35 Used community members (not parents) for
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			.7808	.8206	292
SCHOOL	1	No. Eugene HS	.7241	.7972	29
SCHOOL	2	Rosburg HS	.7027	.7352	74
SCHOOL	3	So. Salem HS	.6970	.8407	66
SCHOOL	4	Oaklea MS	.7000	.8367	30
SCHOOL	5	Walker MS	.9167	.8297	24
SCHOOL	6	Boeckman Creek Elem	.5882	.8703	17
SCHOOL	7	Bush Elem	1.0870	.9002	23
SCHOOL	8	Fairplay Elem	.6667	.8660	9
SCHOOL	9	Metro Lrng. Cntr	1.2500	.7864	20

Total Cases = 292

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Summaries of V36 Moved instruction into community
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			.5137	.7574	292
SCHOOL	1	No. Eugene HS	.6207	.8200	29
SCHOOL	2	Rosburg HS	.5135	.7447	74
SCHOOL	3	So. Salem HS	.4242	.6807	66
SCHOOL	4	Oaklea MS	.2000	.4842	30
SCHOOL	5	Walker MS	.8750	.9470	24
SCHOOL	6	Boeckman Creek Elem	.3529	.7019	17
SCHOOL	7	Bush Elem	.6957	.9261	23
SCHOOL	8	Fairplay Elem	.1111	.3333	9
SCHOOL	9	Metro Lrng. Cntr	.8000	.7678	20

Total Cases = 292

Summaries of V37 commun extensively w parents
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			.8664	.8286	292
SCHOOL	1	No. Eugene HS	.6897	.8064	29
SCHOOL	2	Rosburg HS	.8378	.8113	74
SCHOOL	3	So. Salem HS	.5000	.7285	66
SCHOOL	4	Oaklea MS	.7000	.7022	30
SCHOOL	5	Walker MS	1.4583	.7790	24
SCHOOL	6	Boeckman Creek Elem	1.5294	.7174	17
SCHOOL	7	Bush Elem	1.0870	.9002	23
SCHOOL	8	Fairplay Elem	1.2222	.8333	9
SCHOOL	9	Metro Lrng. Cntr	1.0000	.7255	20

Total Cases = 292

Summaries of V38 Involved parents in classroom
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			.6507	.8088	292
SCHOOL	1	No. Eugene HS	.3448	.6695	29
SCHOOL	2	Rosburg HS	.3784	.6559	74
SCHOOL	3	So. Salem HS	.3182	.6117	66
SCHOOL	4	Oaklea MS	.8333	.7915	30
SCHOOL	5	Walker MS	.9583	.8587	24
SCHOOL	6	Boeckman Creek Elem	1.5294	.7174	17
SCHOOL	7	Bush Elem	1.1304	.8689	23
SCHOOL	8	Fairplay Elem	1.3333	.8660	9
SCHOOL	9	Metro Lrng. Cntr	.9500	.8256	20

Total Cases = 292

Summaries of V39 Linked w social service agencies
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			.5479	.7740	292
SCHOOL	1	No. Eugene HS	.3103	.6038	29
SCHOOL	2	Rosburg HS	.5676	.7600	74
SCHOOL	3	So. Salem HS	.3333	.6160	66
SCHOOL	4	Oaklea MS	.3667	.6687	30
SCHOOL	5	Walker MS	1.0000	.8847	24
SCHOOL	6	Boeckman Creek Elem	.7059	.9196	17
SCHOOL	7	Bush Elem	.7826	.9023	23
SCHOOL	8	Fairplay Elem	.5556	.8819	9
SCHOOL	9	Metro Lrng. Cntr	.8500	.8751	20

Total Cases = 292

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Summaries of V40 Linked w business community
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			.7740	.8716	292
SCHOOL	1	No. Eugene HS	.8966	.9390	29
SCHOOL	2	Rosburg HS	.7838	.8484	74
SCHOOL	3	So. Salem HS	.7424	.8825	66
SCHOOL	4	Oaklea MS	.3333	.6065	30
SCHOOL	5	Walker MS	1.1250	.8999	24
SCHOOL	6	Boeckman Creek Elem	.5294	.7998	17
SCHOOL	7	Bush Elem	1.1739	.9367	23
SCHOOL	8	Fairplay Elem	.3333	.7071	9
SCHOOL	9	Metro Lrng. Cntr	.8500	.8751	20

Total Cases = 292

Summaries of V41 Accepted a leadership role in restruct
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			.9144	.9022	292
SCHOOL	1	No. Eugene HS	.8276	.9285	29
SCHOOL	2	Rosburg HS	.8514	.8865	74
SCHOOL	3	So. Salem HS	.7727	.8557	66
SCHOOL	4	Oaklea MS	.8000	.8469	30
SCHOOL	5	Walker MS	1.2083	.8836	24
SCHOOL	6	Boeckman Creek Elem	1.1176	.9275	17
SCHOOL	7	Bush Elem	1.3043	.9740	23
SCHOOL	8	Fairplay Elem	1.0000	1.0000	9
SCHOOL	9	Metro Lrng. Cntr	.9000	.9679	20

Total Cases = 292

Summaries of V42 Participated in restruct activities at s
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.4075	.8091	292
SCHOOL	1	No. Eugene HS	1.6207	.6769	29
SCHOOL	2	Rosburg HS	1.3108	.8428	74
SCHOOL	3	So. Salem HS	1.1667	.8697	66
SCHOOL	4	Oaklea MS	1.4333	.6789	30
SCHOOL	5	Walker MS	1.4583	.8330	24
SCHOOL	6	Boeckman Creek Elem	1.7059	.5879	17
SCHOOL	7	Bush Elem	1.7826	.5997	23
SCHOOL	8	Fairplay Elem	1.7778	.6667	9
SCHOOL	9	Metro Lrng. Cntr	1.3000	.9787	20

Total Cases = 292

Summaries of V43 Worked as a team member to plan new lea
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.3253	.8497	292
SCHOOL	1	No. Eugene HS	1.5517	.7361	29
SCHOOL	2	Rosburg HS	1.2297	.8844	74
SCHOOL	3	So. Salem HS	1.0303	.8939	66
SCHOOL	4	Oaklea MS	1.1667	.8339	30
SCHOOL	5	Walker MS	1.3750	.8242	24
SCHOOL	6	Boeckman Creek Elem	1.7647	.5623	17
SCHOOL	7	Bush Elem	1.7391	.6887	23
SCHOOL	8	Fairplay Elem	1.8889	.3333	9
SCHOOL	9	Metro Lrng. Cntr	1.4000	.8826	20

Total Cases = 292

Summaries of V44 Participated in a school retreat to rest
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			.9897	.9287	292
SCHOOL	1	No. Eugene HS	.8966	.9390	29
SCHOOL	2	Rosburg HS	.8649	.8963	74
SCHOOL	3	So. Salem HS	.8030	.9152	66
SCHOOL	4	Oaklea MS	.6333	.8087	30
SCHOOL	5	Walker MS	1.0417	.9991	24
SCHOOL	6	Boeckman Creek Elem	1.8235	.5286	17
SCHOOL	7	Bush Elem	1.2609	.9154	23
SCHOOL	8	Fairplay Elem	1.6667	.7071	9
SCHOOL	9	Metro Lrng Cntr	1.3500	.9333	20

Total Cases = 292

Summaries of V45 Visited another school to get ideas for
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			.8493	.8917	292
SCHOOL	1	No. Eugene HS	.7931	.9016	29
SCHOOL	2	Rosburg HS	.7027	.8231	74
SCHOOL	3	So. Salem HS	.8030	.8982	66
SCHOOL	4	Oaklea MS	.9000	.8847	30
SCHOOL	5	Walker MS	.9583	.9546	24
SCHOOL	6	Boeckman Creek Elem	.5882	.7952	17
SCHOOL	7	Bush Elem	1.6087	.7827	23
SCHOOL	8	Fairplay Elem	.8889	.9280	9
SCHOOL	9	Metro Lrng. Cntr	.7500	.9105	20

Total Cases = 292

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Summaries of V46 Shared results of visit to another schoo
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			.8596	.8991	292
SCHOOL	1	No. Eugene HS	.7931	.9403	29
SCHOOL	2	Rosburg HS	.6757	.8294	74
SCHOOL	3	So. Salem HS	.7576	.8781	66
SCHOOL	4	Oaklea MS	1.1000	.8847	30
SCHOOL	5	Walker MS	.9583	.9546	24
SCHOOL	6	Boeckman Creek Elem	.4706	.7174	17
SCHOOL	7	Bush Elem	1.6522	.7141	23
SCHOOL	8	Fairplay Elem	.8889	.9280	9
SCHOOL	9	Metro Lrng. Cntr	.9000	.9679	20

Total Cases = 292

Summaries of V47 Attended a prof meeting or conf related
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.4110	.7923	292
SCHOOL	1	No. Eugene HS	1.2414	.9124	29
SCHOOL	2	Rosburg HS	1.3108	.7925	74
SCHOOL	3	So. Salem HS	1.1818	.8577	66
SCHOOL	4	Oaklea MS	1.2667	.7397	30
SCHOOL	5	Walker MS	1.7500	.6079	24
SCHOOL	6	Boeckman Creek Elem	1.7647	.6642	17
SCHOOL	7	Bush Elem	1.9565	.2085	23
SCHOOL	8	Fairplay Elem	1.8889	.3333	9
SCHOOL	9	Metro Lrng. Cntr	1.4500	.8256	20

Total Cases = 292

Summaries of V48 I am able to solve problems and change s
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			2.4872	.6566	234
SCHOOL	1	No. Eugene HS	2.5417	.6580	24
SCHOOL	2	Rosburg HS	2.2969	.6827	64
SCHOOL	3	So. Salem HS	2.4091	.6583	44
SCHOOL	4	Oaklea MS	2.3913	.5830	23
SCHOOL	5	Walker MS	2.4286	.8106	21
SCHOOL	6	Boeckman Creek Elem	2.9231	.2774	13
SCHOOL	7	Bush Elem	2.6316	.6840	19
SCHOOL	8	Fairplay Elem	2.8889	.3333	9
SCHOOL	9	Metro Lrng. Cntr	2.8235	.3930	17

Total Cases = 292
Missing Cases = 58 or 19.9 Pct

Summaries of V49 I am (or can be) involved in decisions I
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			2.5375	.6071	253
SCHOOL	1	No. Eugene HS	2.6296	.6293	27
SCHOOL	2	Rosburg HS	2.5211	.6061	71
SCHOOL	3	So. Salem HS	2.3913	.6138	46
SCHOOL	4	Oaklea MS	2.4400	.5831	25
SCHOOL	5	Walker MS	2.2727	.7673	22
SCHOOL	6	Boeckman Creek Elem	2.7143	.4688	14
SCHOOL	7	Bush Elem	2.7619	.5390	21
SCHOOL	8	Fairplay Elem	2.7778	.4410	9
SCHOOL	9	Metro Lrng. Cntr	2.7778	.4278	18

Total Cases = 292
Missing Cases = 39 or 13.4 Pct

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Summaries of V50 focus of school is on outcomes, curr, in
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			2.7172	.5574	244
SCHOOL	1	No. Eugene HS	2.9231	.2717	26
SCHOOL	2	Rosburg HS	2.7536	.5260	69
SCHOOL	3	So. Salem HS	2.4651	.7351	43
SCHOOL	4	Oaklea MS	2.6250	.5758	24
SCHOOL	5	Walker MS	2.7273	.6311	22
SCHOOL	6	Boeckman Creek Elem	2.9333	.2582	15
SCHOOL	7	Bush Elem	2.6316	.5973	19
SCHOOL	8	Fairplay Elem	3.0000	.0000	9
SCHOOL	9	Metro Lrng. Cntr	2.7647	.4372	17

Total Cases = 292
Missing Cases = 48 or 16.4 Pct

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Summaries of V51 There is a common sense of purpose or di
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			2.5868	.6201	242
SCHOOL	1	No. Eugene HS	2.7778	.4237	27
SCHOOL	2	Rosburg HS	2.5915	.6228	71
SCHOOL	3	So. Salem HS	2.3721	.6909	43
SCHOOL	4	Oaklea MS	2.5000	.5118	22
SCHOOL	5	Walker MS	2.4545	.8004	22
SCHOOL	6	Boeckman Creek Elem	2.8750	.3416	16
SCHOOL	7	Bush Elem	2.7647	.6642	17
SCHOOL	8	Fairplay Elem	2.8889	.3333	9
SCHOOL	9	Metro Lrng. Cntr	2.4667	.6399	15

Total Cases = 292
Missing Cases = 50 or 17.1 Pct

Summaries of V52 Any student who wishes to be successful
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			2.4819	.5826	249
SCHOOL	1	No. Eugene HS	2.6800	.4761	25
SCHOOL	2	Rosburg HS	2.5429	.5018	70
SCHOOL	3	So. Salem HS	2.1778	.6498	45
SCHOOL	4	Oaklea MS	2.3333	.5647	24
SCHOOL	5	Walker MS	2.5217	.6653	23
SCHOOL	6	Boeckman Creek Elem	2.9375	.2500	16
SCHOOL	7	Bush Elem	2.5500	.6863	20
SCHOOL	8	Fairplay Elem	2.6667	.5000	9
SCHOOL	9	Metro Lrng. Cntr	2.2941	.4697	17

Total Cases = 292
Missing Cases = 43 or 14.7 Pct

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Summaries of V53 curr in school is challenging to most st
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			2.4108	.6067	241
SCHOOL	1	No. Eugene HS	2.4074	.6360	27
SCHOOL	2	Rosburg HS	2.3182	.5860	66
SCHOOL	3	So. Salem HS	2.0476	.4915	42
SCHOOL	4	Oaklea MS	2.4783	.6653	23
SCHOOL	5	Walker MS	2.3913	.6564	23
SCHOOL	6	Boeckman Creek Elem	3.0000	.0000	16
SCHOOL	7	Bush Elem	2.7727	.5284	22
SCHOOL	8	Fairplay Elem	2.7143	.4880	7
SCHOOL	9	Metro Lrng. Cntr	2.4667	.5164	15

Total Cases = 292
Missing Cases = 51 or 17.5 Pct

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Summaries of V54 Students take learning seriously here
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			2.2607	.5826	234
SCHOOL	1	No. Eugene HS	2.5185	.5798	27
SCHOOL	2	Rosburg HS	2.0161	.5277	62
SCHOOL	3	So. Salem HS	2.0000	.4364	43
SCHOOL	4	Oaklea MS	2.3478	.4870	23
SCHOOL	5	Walker MS	2.0455	.6530	22
SCHOOL	6	Boeckman Creek Elem	2.8667	.3519	15
SCHOOL	7	Bush Elem	2.6667	.4830	21
SCHOOL	8	Fairplay Elem	2.8571	.3780	7
SCHOOL	9	Metro Lrng. Cntr	2.2857	.4688	14

Total Cases = 292
Missing Cases = 58 or 19.9 Pct

Summaries of V55 Students find learning enjoyable here
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			2.3362	.5716	235
SCHOOL	1	No. Eugene HS	2.4167	.5036	24
SCHOOL	2	Rosburg HS	2.2540	.5379	63
SCHOOL	3	So. Salem HS	1.9286	.4629	42
SCHOOL	4	Oaklea MS	2.3750	.5758	24
SCHOOL	5	Walker MS	2.2609	.6192	23
SCHOOL	6	Boeckman Creek Elem	2.9333	.2582	15
SCHOOL	7	Bush Elem	2.7619	.4364	21
SCHOOL	8	Fairplay Elem	2.8571	.3780	7
SCHOOL	9	Metro Lrng. Cntr	2.3125	.4787	16

Total Cases = 292
Missing Cases = 57 or 19.5 Pct

Summaries of V56 I see exceptional things happening w man
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			2.4340	.5763	235
SCHOOL	1	No. Eugene HS	2.5833	.5036	24
SCHOOL	2	Rosburg HS	2.3438	.5410	64
SCHOOL	3	So. Salem HS	2.1591	.4795	44
SCHOOL	4	Oaklea MS	2.4545	.6710	22
SCHOOL	5	Walker MS	2.3913	.7223	23
SCHOOL	6	Boeckman Creek Elem	3.0000	.0000	15
SCHOOL	7	Bush Elem	2.7000	.5712	20
SCHOOL	8	Fairplay Elem	2.8333	.4082	6
SCHOOL	9	Metro Lrng. Cntr	2.3529	.4926	17

Total Cases = 292
Missing Cases = 57 or 19.5 Pct

Summaries of V57 position
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.2984	.7841	258
SCHOOL	1	No. Eugene HS	1.0000	.0000	27
SCHOOL	2	Rosburg HS	1.2143	.6346	70
SCHOOL	3	So. Salem HS	1.1633	.5897	49
SCHOOL	4	Oaklea MS	1.3600	.9074	25
SCHOOL	5	Walker MS	1.5217	1.0388	23
SCHOOL	6	Boeckman Creek Elem	1.6471	1.1695	17
SCHOOL	7	Bush Elem	1.4762	.8136	21
SCHOOL	8	Fairplay Elem	1.3333	1.0000	9
SCHOOL	9	Metro Lrng. Cntr	1.5294	1.0676	17

Total Cases = 292
Missing Cases = 34 or 11.6 Pct

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Summaries of V58 age
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			5.3598	1.5731	264
SCHOOL	1	No. Eugene HS	5.8889	1.2810	27
SCHOOL	2	Rosburg HS	5.1268	1.7479	71
SCHOOL	3	So. Salem HS	5.5490	1.5914	51
SCHOOL	4	Oaklea MS	5.5600	1.4166	25
SCHOOL	5	Walker MS	5.0833	1.5857	24
SCHOOL	6	Boeckman Creek Elem	4.5882	1.8048	17
SCHOOL	7	Bush Elem	5.2609	1.1369	23
SCHOOL	8	Fairplay Elem	5.8889	1.6159	9
SCHOOL	9	Metro Lrng. Cntr	5.6471	1.3666	17

Total Cases = 292
Missing Cases = 28 or 9.6 Pct

Summaries of V59 gender
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			1.4302	.4961	258
SCHOOL	1	No. Eugene HS	1.6000	.5000	25
SCHOOL	2	Rosburg HS	1.5797	.4972	69
SCHOOL	3	So. Salem HS	1.5000	.5051	50
SCHOOL	4	Oaklea MS	1.4400	.5066	25
SCHOOL	5	Walker MS	1.2917	.4643	24
SCHOOL	6	Boeckman Creek Elem	1.1250	.3416	16
SCHOOL	7	Bush Elem	1.2273	.4289	22
SCHOOL	8	Fairplay Elem	1.1111	.3333	9
SCHOOL	9	Metro Lrng. Cntr	1.2778	.4609	18

Total Cases = 292
Missing Cases = 34 or 11.6 Pct

Summaries of V60 yrsedu
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			3.7909	1.6800	263
SCHOOL	1	No. Eugene HS	4.1111	1.4233	27
SCHOOL	2	Rosburg HS	3.5429	1.8391	70
SCHOOL	3	So. Salem HS	4.3137	1.8492	51
SCHOOL	4	Oaklea MS	3.7600	1.6653	25
SCHOOL	5	Walker MS	3.4583	1.4136	24
SCHOOL	6	Boeckman Creek Elem	3.2941	1.6111	17
SCHOOL	7	Bush Elem	3.8182	1.5927	22
SCHOOL	8	Fairplay Elem	4.2222	1.2019	9
SCHOOL	9	Metro Lrng. Cntr	3.5000	1.3827	18

Total Cases = 292
Missing Cases = 29 or 9.9 Pct

Summaries of V61 yrsbldg
By levels of SCHOOL

Variable	Value	Label	Mean	Std Dev	Cases
For Entire Population			2.3664	1.4448	262
SCHOOL	1	No. Eugene HS	2.6538	1.2631	26
SCHOOL	2	Rosburg HS	2.5714	1.5564	70
SCHOOL	3	So. Salem HS	3.0000	1.7436	51
SCHOOL	4	Oaklea MS	2.1250	1.1539	24
SCHOOL	5	Walker MS	2.0000	1.0632	24
SCHOOL	6	Boeckman Creek Elem	1.0000	.0000	17
SCHOOL	7	Bush Elem	1.7391	.9638	23
SCHOOL	8	Fairplay Elem	2.1111	.7817	9
SCHOOL	9	Metro Lrng. Cntr	2.3889	1.3779	18

Total Cases = 292
Missing Cases = 30 or 10.3 Pct

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